

ESP Peer Review through Reflective Practice Protocol

- Brief **Two options for beginning:**
- a) No context presented, begin at step 2 (puts more emphasis on the student work itself, which can produce unexpected insights).
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- b) Team presents minimal context for student work, e.g. student age and school type (tips the response more toward lesson design).
- 10 minutes **Responders observe student work** samples silently (view video, read writing samples, look at visual arts samples, listen to music, etc.); may take notes, gather ideas about what they see the student addressing and accomplishing.
- 15 Minutes **Responders describe/discuss what they observe** in the student work (begin with descriptive, non-judgmental, observations and build toward interpretations.) Facilitator guides and prompts; Focal team listens/takes notes.
- 20 Minutes **Focal Team shares the context** of the work: the assignment, details on the students and the expectations, what performance indicators (the bulleted items in the standards literature) are exemplified in the student work as related to the targeted NYS Learning Standards—describe how they see them being addressed in this student work. Engage in facilitated dialog with the Responders about these and other aspects raised by this work.
- 15 Minutes. **Focal team presents key questions** or issues this work raises for them. Facilitated dialog about these questions/issues.
- 15 Minutes **Focal Team addresses student assessment**, indicating criteria or descriptions of quality they shared with their students during the exercise(s), and how assessment worked in and around this project. Facilitated dialog with Responders about issues of assessment that pertain to this work.
- 10 Minutes **Team and Responders address issues of partnership**; how they operated as partners in this learning experience; how arts and other content were introduced and interrelate; how partnership work might go further.
- 10 Minutes **Closure:** Facilitator guides Team and Responders to:
a) address any other topics/questions that have not been discussed previously;
b) articulate what they have learned from this Reflective Practice experiment;
c) reflect on ways that this process might have application in a school setting.

Originally adapted for use in Summer Seminar 2000.